



Planning for Back to School: Remote Asynchronous High School Model

Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for **a Remote Asynchronous High School Model**

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.



The purpose of this document is

- To be a launch pad for the design of an asynchronous remote high school model
- To be used as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21



This school model is a remote model

On-campus

Student plans to participate in on-campus instruction 100% of the time

Remote

Student plans to participate in remote learning 100% of the time

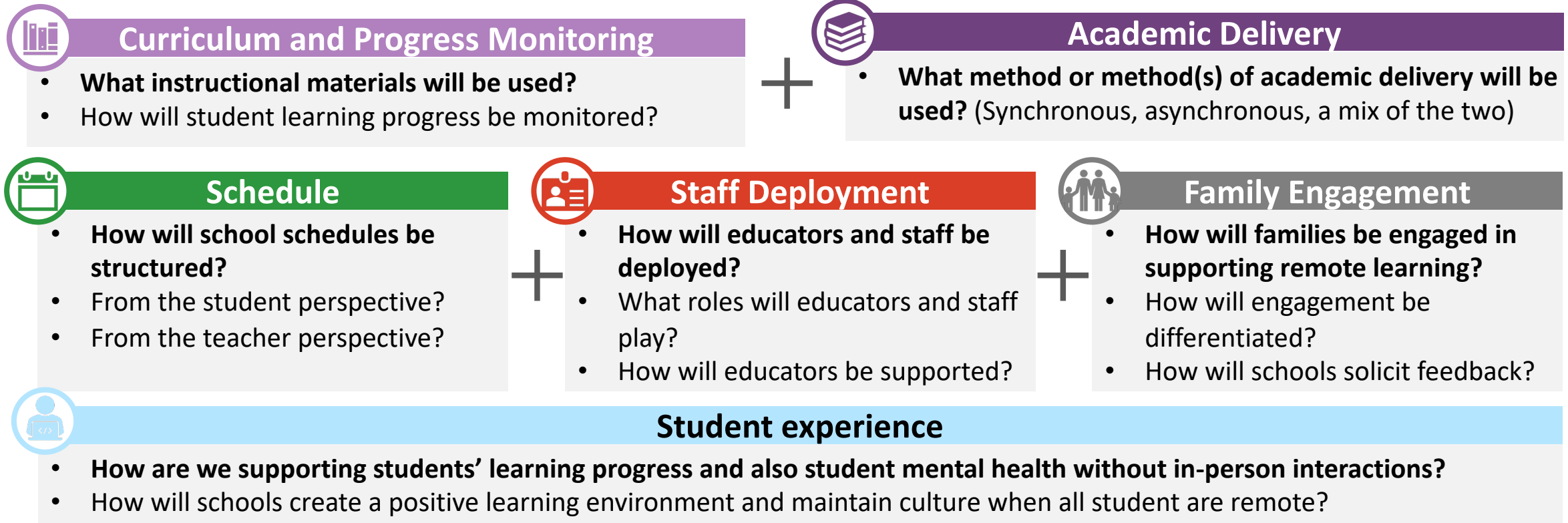
Hybrid

Student plans to participate in an intentionally designed mix of on-campus and remote learning



School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



This model solves for

- Family desires to have students remain fully remote
- Staffing based on educator strengths
- Staffing shortages or constraints
- LEAs aiming to offer both asynchronous computer-based core / foundation instruction and synchronous academic support sessions



This model qualifies for

- Students qualify for **Method B asynchronous funding** on remote instruction days . This requires submitting a plan to TEA
- *See more detail at the TEA SY20-21 Attendance and Enrollment FAQ ([linked here](#))*



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Overview of **school-level model design considerations**



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Remote Asynchronous HS Model Overview

■ Synchronous instruction
■ Asynchronous instruction

This model solves for:

Offering both asynchronous computer-based core / foundation instruction and synchronous academic support sessions

Sync. Instruction & Supports

Academic supports

Enrichment instruction

Family/Staff supports

All student and family supports and enrichment instruction are synchronous

Async. Core / Foundation Instruction



All students are learning in a remote environment for core / foundation instruction, accessing lessons at home asynchronously

Dimensions

Curriculum & Progress Monitoring

- **District-wide adopted new curricula or adapted curricula** suited for remote learning environment
- **Curriculum rotates** between STEM and Humanities focused courses every week

Academic Delivery

Dual modality academic delivery:

- **Asynchronous**, computer-based core / foundation instruction
- **Synchronous** academic supports and enrichment instruction
- **Eligible funding method:** Method B, Asynchronous

Student Schedule

- Core / foundation content delivery rotates by weeks
- Synchronous times are scheduled for academic supports and enrichment instruction

Staff Deployment

- **Staff roles are split by function:** content support, lead teachers, and enrichment instructors
- Assigned based on strengths and expertise

Family Engagement

- Families may attend **trainings and webinars** to best support asynchronous learning
- Lead teachers to **call weekly** and provide **progress updates**

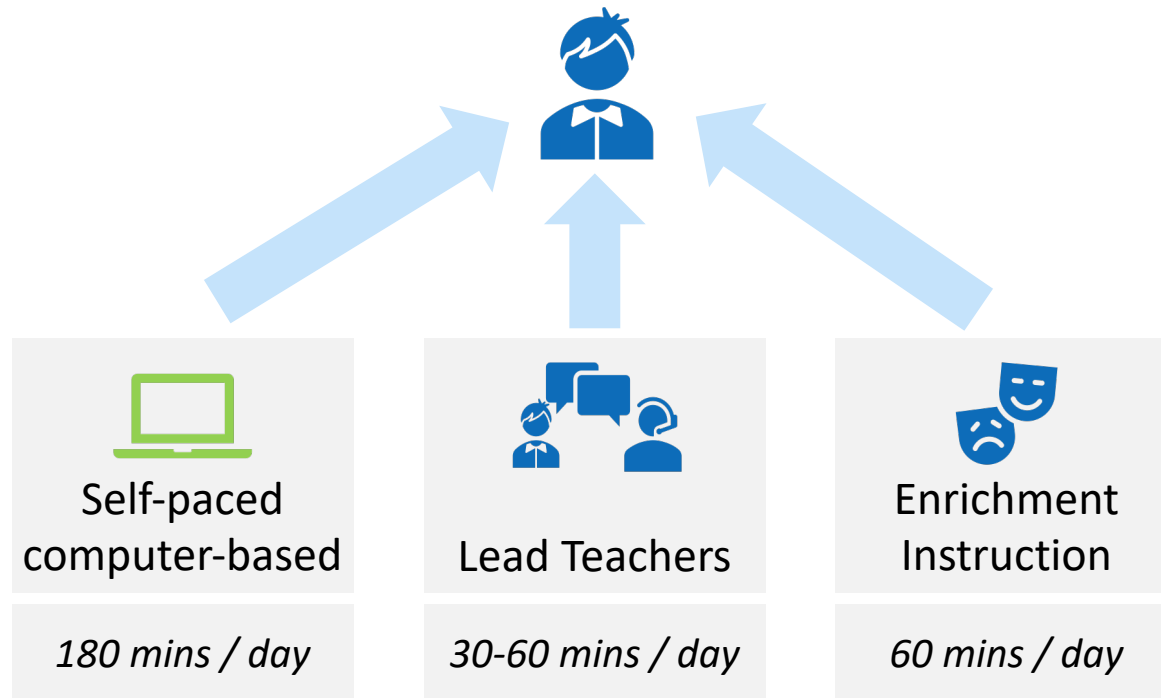
Student experience

- Schools are student centered, providing individual students with the targeted support to move through the rigorous common curriculum

Remote Asynchronous HS Model



■ Synchronous instruction
■ Asynchronous instruction

Student Experience



- Students complete the majority of their **core / foundation curriculum asynchronously**
- Every student gets **paired 1:1 with a “lead teacher”**, who is responsible for their progress in asynchronous instruction and provides feedback
 - Lead teachers also lead smaller advisory sessions for students who may be struggling in particular subject areas
- Members of the enrichment instructor team are spread across grade levels
 - Enrichment instructors deliver synchronous instruction of enrichment courses (arts, music, PE, etc.)
- Students have limited to no interaction with the content support team

Remote Asynchronous HS Model

 Synchronous instruction
 Asynchronous instruction

Student Schedule

Illustrative 9th grade daily student schedule

Time	STEM Activity	Humanities Activities
8:00-9:00am	Algebra I	English I
9:00-9:30am	Algebra I small group support	English I small group support
9:30-9:45am	Morning break	
9:45-10:45am	Biology	World History
10:45-11:15am	Biology small group support	World History small group support
11:15-11:45am	Lunch	
11:45am-12:45pm	Lead Teacher check-in / small group advisory	
12:45-1:45pm	Elective/CTE/other required course	Elective/CTE/other required course
1:45-2:00pm	Afternoon break	
2:00-3:00pm	Music I	Art I

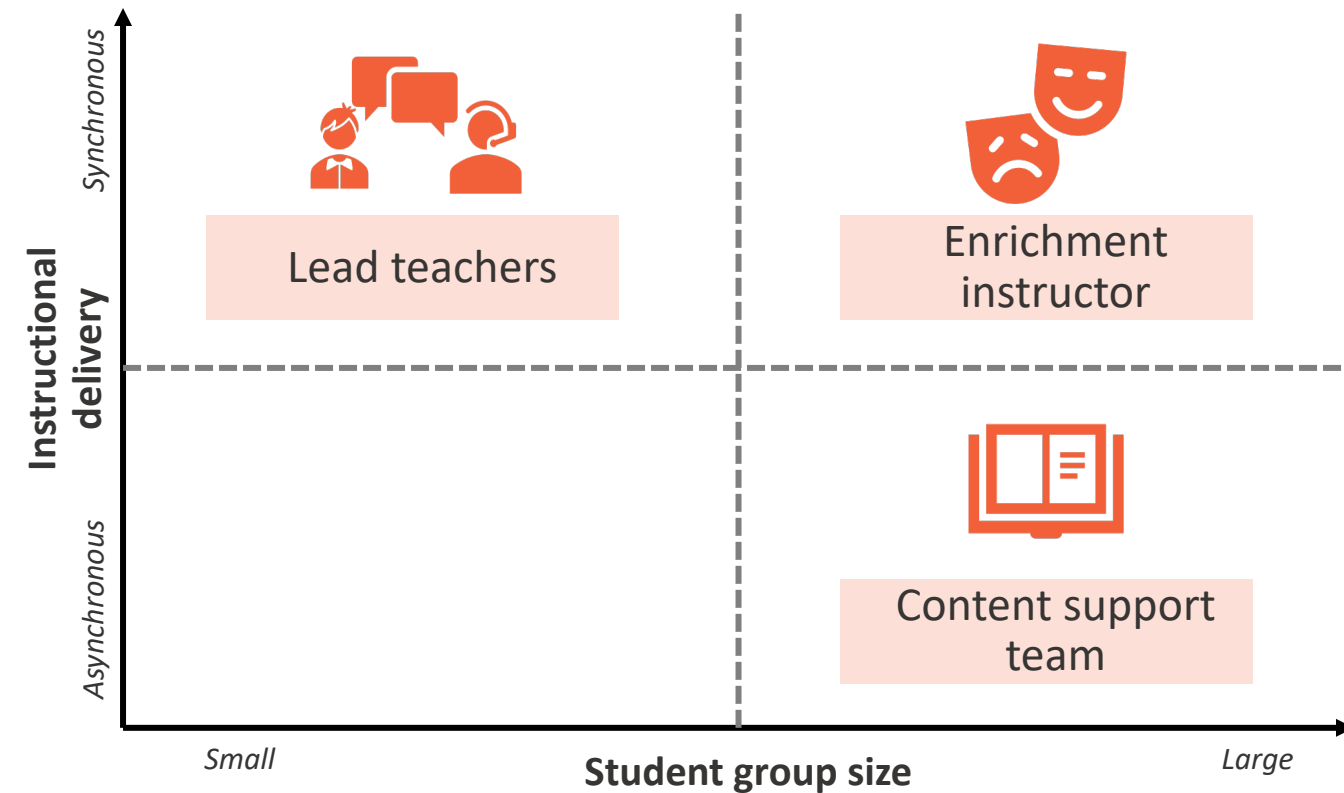
- A** Students operate on schedules that **combines asynchronous instruction of core / foundation courses and synchronous instructional support**
- Educators can hold weekly faculty meetings in the mornings while students are receiving asynchronous instruction
 - Within a 60 minute block, students should **engage in 3-4 different, but related activities** that may include introduction or development of new content, independent practice/application or reading, review or fluency, and a progress check
 - For example, an Algebra I block may include related fluency practice, application problem or task that develops new learning, set of practice problems, and/or an exit ticket
- B** Students work with through schedules that rotate every week between **STEM** (as seen in sample) and **Humanities**
- Additional time is allocated for small group advisory, which may be a synchronous bootcamp session with lead teachers for groups of students who are struggling in a given subject
- C** Additional core / foundation, elective, Career & Technical Education, and/or other required credit courses are asynchronous
- D** Enrichment courses are done synchronously

Remote Asynchronous HS Model



Staff Deployment

District-level staffing by strength



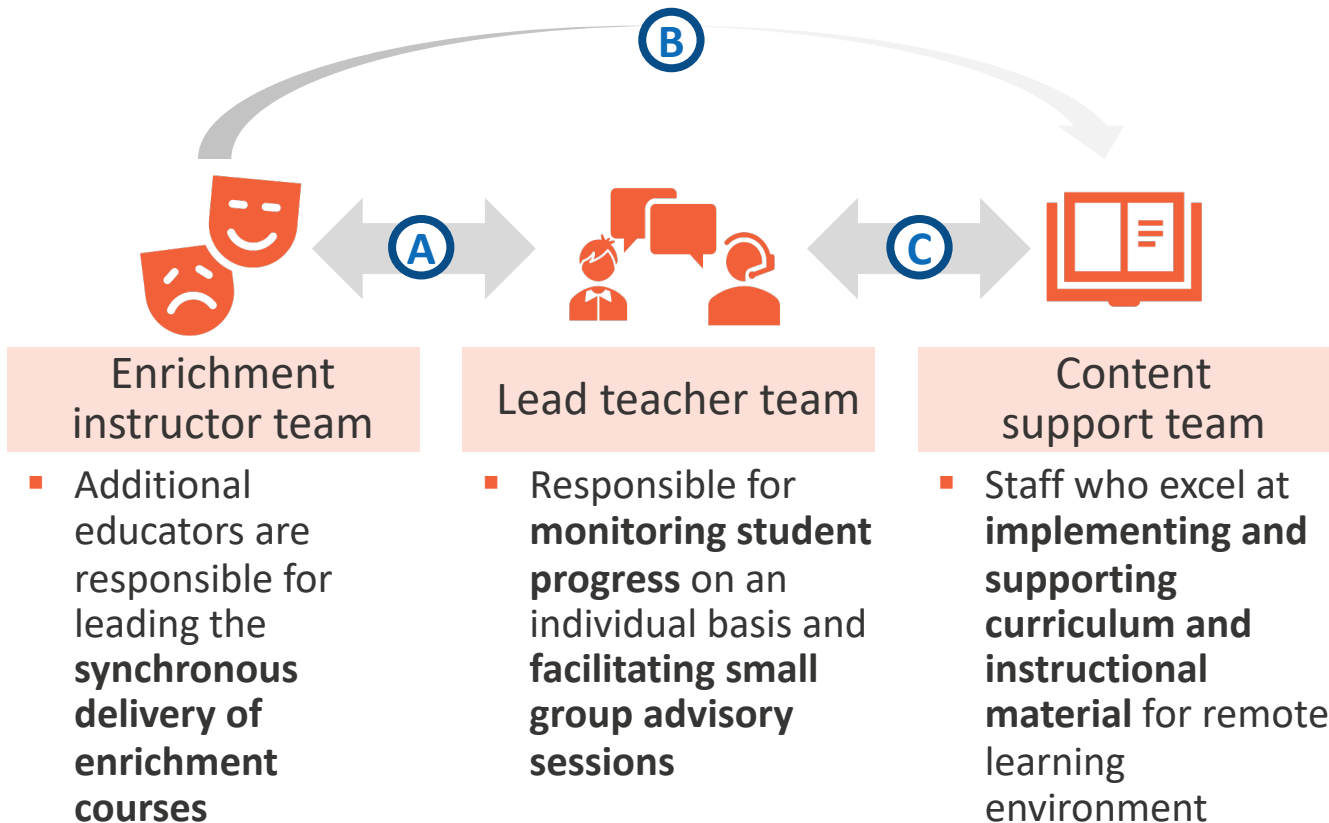
- Staff work is specialized by **instructional function**
- Staff member roles and responsibilities vary based on **areas of relative strength**:
 - Lead teachers: strongest in mastery of core / foundation subjects and in developing close relationships with students in a smaller / 1:1 setting
 - Content support: strongest in implementing and supporting adopted curriculum and material for remote instruction
 - Enrichment instructor: strongest in delivering synchronous instruction for enrichment courses (arts, PE, music, virtual field trips, etc.)
- Note: educators must still have appropriate certifications for teaching assignments

Remote Asynchronous HS Model



Staff Roles

District-level staffing by function

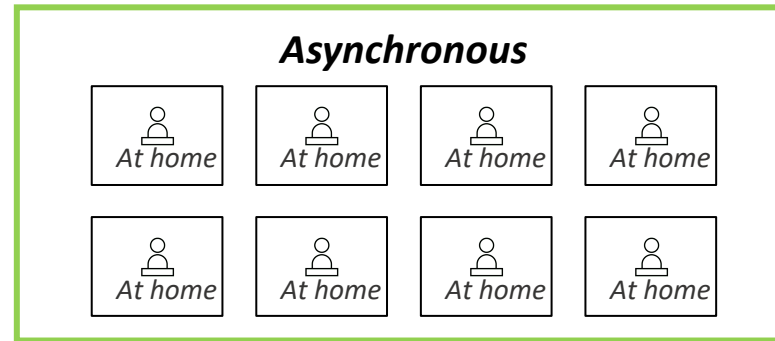
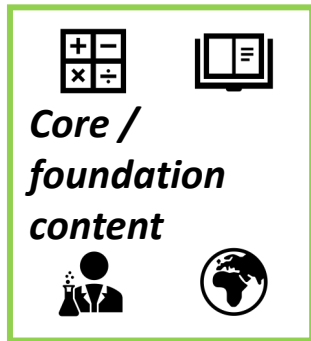


- Dedicated weekly staff meetings for educators to coordinate among the three teams:
 - A** Enrichment instructor team to align with lead teacher team on enable students to receive a holistic schooling experience, and that enrichments are supporting core / foundation course work
 - B** Enrichment instructor team to align with content support team on adapting enrichment courses for student and teacher needs and their overall wellbeing
 - C** Lead teacher team to align with content support team on student progress and work, identifying materials to fill learning gaps and facilitating small group advisory sessions

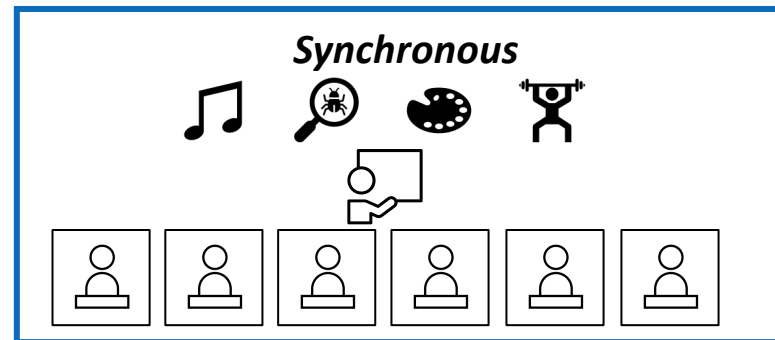
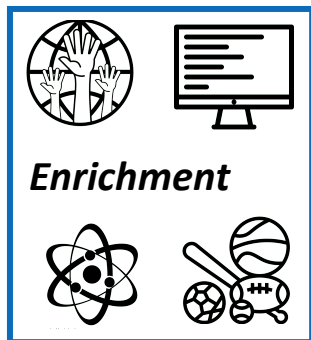
Remote Asynchronous HS Model

■ Synchronous instruction
■ Asynchronous instruction

Academic Delivery



- Core / foundation instruction is delivered **asynchronously** and implemented by the district's content support team
- Synchronous** time with lead teachers and enrichment instructor team is used for:
 - Small group support / bootcamp sessions
 - Instruction of enrichment courses
 - Tutoring and advising



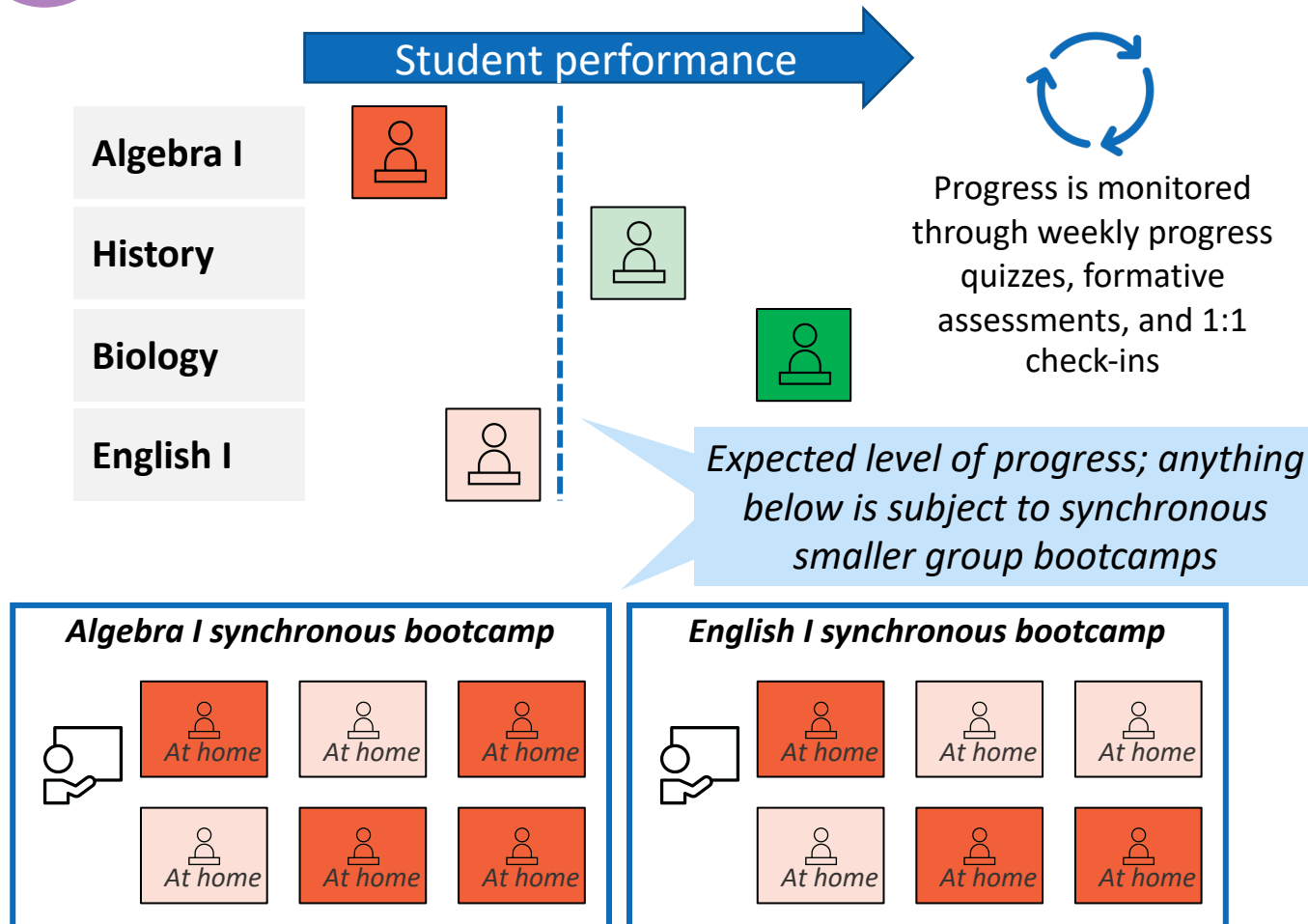
Funding method eligibility and considerations:

- Method B:** asynchronous funding is used and tracked with check-ins. LEAs will have to submit attestation and asynchronous plan to TEA

Remote Asynchronous HS Model



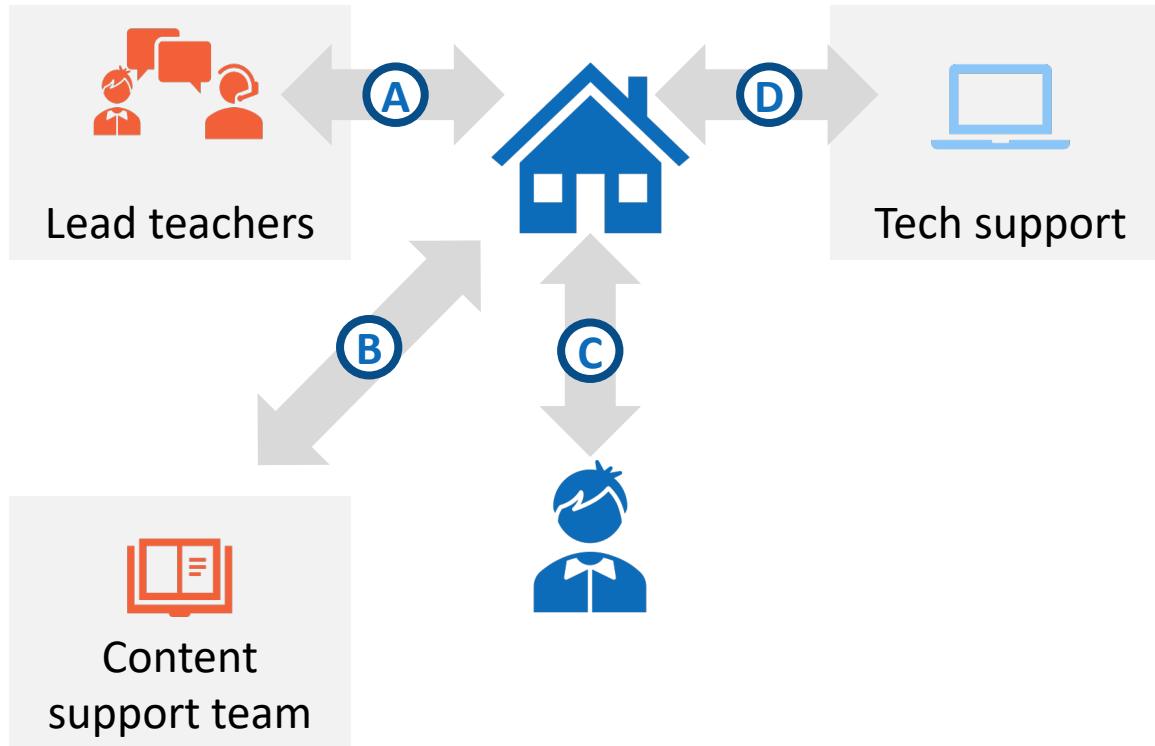
Curriculum and Progress Monitoring



- **District plans to adopt a remote curriculum** where students alternate between STEM and humanities focused content weeks
- Daily student engagement is defined through:
 - **Progress in the LMS** through computer-based core / foundation instruction
 - Weekly quizzes will measure student progress
 - **Student teacher interactions** are set up regularly between students and their corresponding lead teacher
 - Every student in LEA is paired with a lead teacher, who is responsible for student progress in asynchronous instruction and provides feedback **at least once a week**
 - Feedback can include synchronous video check-ins and phone calls, or asynchronous feedback on assignments through LMS or email correspondence
- For students who are struggling in certain courses, smaller group bootcamps will be available based on subject

Remote Asynchronous HS Model

Family Engagement



- (A) Lead teachers will notify families **weekly on student progress**, and also conduct **regular check-ins** by phone
- (B) Content support team will also host **trainings / webinars** to aid families on how to best support and facilitate at-home asynchronous learning
- (C) Families are encouraged to monitor their student's academic progress and wellbeing; can share updates with lead teacher
- (D) Parents get full access to school's **IT help desk, Call Center, and Support Center**
 - Parents can **track student progress online through parent portal on LMS**

